



Board of Education

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BOARD COMMUNICATIONS

Date: September 11, 2015

SUPERINTENDENT – JOSÉ L. BANDA

BC NO.	FROM	REGARDING
S-75	José Banda	Highlights of Calendar for the Week of September 14
S-76	José Banda	School Services of California's Sacramento Weekly Update

DEPUTY SUPERINTENDENT – LISA ALLEN, INTERIM

BC NO.	FROM	REGARDING
DS-62	Stacey Bell	Men's and Women's Leadership Academy
DS-63	Lisa Allen	Report on Mental Disorders and Disabilities Among Low-Income Children

CHIEF ACADEMIC OFFICER – DR. IRIS TAYLOR, INTERIM

BC NO.	FROM	REGARDING
CAO-39	Iris Taylor	College Fair Week is September 20-27

CHIEF BUSINESS OFFICER – GERARDO CASTILLO, CPA

BC NO.	FROM	REGARDING
CBO-45	Gerardo Castillo	WorkDay

CHIEF COMMUNICATIONS OFFICER – GABE ROSS

BC NO.	FROM	REGARDING
CCO-213	Gabe Ross	Sacramento Business Journal Story

CHIEF INFORMATION OFFICER – ELLIOT LOPEZ

BC NO.	FROM	REGARDING
CIO-2	Elliot Lopez	Internet Bandwidth Upgrades



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: S-75

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: Highlights of Calendar for the Week of September 14						

Monday, September 14

- Extended Cabinet Meeting
- Executive Cabinet Meeting
- Meeting with Member Arroyo
- 1:1 Meetings with Cabinet Members

Thursday, September 17

- Meeting with Jerry Behrens
(Board Meeting Prep)
- School Visits
- Board Meeting Day

Tuesday, September 15

- Meeting with Member Hansen
- SCOE Superintendents' Meeting
- 1:1 Meetings with Cabinet Members
- Meeting with Lee Yang
- CAC Resource Fair

Friday, September 18

- Meeting with Member Rodriguez
- Board Meeting Debrief
- Meeting with Member Woo

Wednesday, September 16

- Principals' Meeting
- Meeting with Member Pritchett
- Operations Cabinet Meeting
- 1:1 Meetings with Cabinet Members
- Meeting with Labor Partners (SEIU)
- Meeting with Member Cochrane



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: S-76

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: Superintendent@scusd.edu	
Subject: School Services of California's Sacramento Weekly Update						

Attached is the weekly update from School Services of California for your review.



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DATE: September 11, 2015
TO: Jose Banda
Superintendent
AT: Sacramento City Unified School District
FROM: Your SSC Legislative Team
RE: *SSC's Sacramento Weekly Update*

State Legislature

With more than 300 bills left to consider, legislative deal making and vote counting was in full swing during this last week of this year's legislative session. Both houses took up measures addressing issues ranging from climate change and transportation funding to banning microbeads in personal care products. The Legislature will adjourn in regular session no later than Friday, September 11, 2015, at midnight. (The special sessions dealing with health care and transportation are scheduled to run concurrently with the regular session; however, Governor Jerry Brown can extend the special sessions.)

For K-12 education, the issue generating the most activity and controversy has been an effort to amend the state's ill-conceived cap on school district reserves adopted last year in conjunction with the 2014-15 State Budget. The California School Boards Association (CSBA) has taken the lead in trying to repeal or amend this law, sponsoring Senate Bill (SB) 799 (Hill, D-San Mateo). Thus far, the bill has languished in the Assembly Rules Committee, with its fate dimming with each passing day.

For a 24 hour period, rumors were swirling whether SB 799 would move to a floor vote in its original form, which would have increased the cap from twice the minimum reserve—or 6% for most districts—to 17%, or after an unwelcome amendment which would have establish the cap at 12%. Many were concerned that a 12% cap would not provide districts sufficient latitude to manage their fiscal affairs in a prudent manner and could still place district solvency at risk during the next recession.

Late in the day on September 10, 2015, CSBA informed the Capitol community that they would no longer pursue SB 799 this year. According to officials, agreement was not ultimately reached with labor, and the Legislature had their focus elsewhere. The successful push against amending SB 799 came from several management advocates in Sacramento, which kept a good bill from turning into a bad one.

Another sensitive issue for the education community that gained great attention this week was an effort by public sector unions to take preemptive action to address a court challenge to “fair share” fees. The U.S. Supreme Court is expected to rule on the *Friedrichs* case in the coming months and many court observers expect these fees to be ruled unconstitutional. Rumors were flying that a deal was in the works to require public sector employers to set aside time for union representatives to promote union membership to counter the likely loss of membership should the high court rule against “fair share” fees. In the end, however, the Administration let it be known that they wanted more time to consider the repercussions of such an action.

A detailed report on the fate of all of the critical bills to K-12 education will be prepared next week.

California Department of Education

Finally, on September 9, 2015, State Superintendent of Public Instruction Tom Torlakson released the first year’s results of the Smarter Balanced Assessment Consortium tests in English language arts/literacy and mathematics. The new tests gauge students’ progress in learning new, more rigorous academic content designed to prepare them for college and careers in the 21st century. Because 2015 is the first year of the new assessment, which is substantially different from the Standardized Testing and Reporting (STAR) program, Torlakson indicated the California Assessment of Student Performance and Progress (CAASPP) results should serve as a baseline from which to measure future progress and not be compared to results from the state’s previous assessments.

Under the new system, students’ scores fall into one of four achievement levels: standard exceeded, standard met, standard nearly met, and standard not met.

Statewide in all grades, 44% of students met or exceeded the English language arts/literacy standard. Specifically, 16% exceeded standard, 28% met standard, 25% nearly met standard, and 31% did not meet standard. For mathematics statewide in all grades, 14% exceeded standard, 19% met standard, 29% nearly met standard, and 38% did not meet standard.

Nancy LaCasse
Robert Miyashiro

Note: At this writing, it appears that the Legislature will not amend the hard cap on district reserves. However, controversial measures are usually taken up in the closing minutes of the session, so we'll have to wait until the session is adjourned at midnight on September 11 to know for certain.

New Amendments in the Works to CSBA Reserve Cap Proposal

By John Gray, Ron Bennett, and Molly McGee Hewitt
School Services of California, Inc., and the California Association of School Business Officials
September 9, 2015

In August 2015, we hailed the leadership of the California School Boards Association (CSBA) to amend the poor public policy adopted by the state last year to impose highly restrictive caps on school district reserves. Senate Bill (SB) 799, introduced by Senator Jerry Hill (D-San Mateo) and sponsored by CSBA, would have revised the onerous cap on reserves enacted last year through SB 858. As introduced, the measure would have increased the cap to equal a maximum of 17% of a school district's combined unassigned and special reserve fund balances. Unlike current law, SB 799 would have excluded assigned ending fund balances from the cap. The bill also would have exempted basic aid school districts and school districts with fewer than 2,501 average daily attendance (ADA) from the cap.

SB 799 is supported by a broad coalition of education management and activist education groups who see fiscal stability and solvency as a fundamental prerequisite to providing a good education for all students in California. However, the bill has languished in the Assembly Rules Committee, and, with days left in this first year of the current legislative session, it has been unclear if the bill would move forward.

On September 9, 2015, CSBA staff met with other education management advocates to share proposed amendments to the bill, negotiated with the California School Employees Association (CSEA), which would make a number of unwanted changes, including setting the maximum combined unassigned and reserve balances at 12%, rather than 17%, of expenditures and removing the exemption to the cap for basic aid school districts. The amendments would also require reporting each month of the intended uses of funds in a school district's assigned fund balance.

Proposed Amendments Elicit Concern

The newly proposed amendments, however, were met with dismay by most of the education management advocates. The shortcomings of these recent amendments include:

- **A 12% cap has no basis in good policy or practice.** While eliminating the statutory cap on reserves is preferable, SB 799's proposed 17% maximum reserve level was at least based on a policy rationale. The national Government Finance Officers Association recommends that two months of operating income, roughly 17% of expenditures, be maintained as a minimum prudent financial cushion. The newly proposed 12% cap is simply a political agreement, with no policy basis other than it is higher than the existing 6% cap that would be imposed on most school districts under current law.
- **The current cap is the state's responsibility; an amended cap is owned by education management.** Any change to current law proposed or endorsed by management groups will be viewed by lawmakers as a standard acceptable to and supported by management. While the

amendments to the reserve cap proposed by SB 799 as introduced were acceptable to many, the more restrictive cap now proposed may not be. Even if it is not enacted, SB 799 could stand as the standard supported by management, and any amendments to it should only be made with that in mind.

- **The new amendments fail to exempt school districts not protected by the Proposition 98 education reserve.** Proponents justify the cap on local reserves by suggesting that the state’s Proposition 98 reserve for K-14 education would provide sufficient protection to school districts in an economic downturn. However, one class of school districts—those funded primarily through local property tax revenues rather than state aid—would not receive any additional support through the Proposition 98 reserve, and for this reason the original version of SB 799 exempted these “basic aid” school districts from the cap. The proposed amendments to SB 799 eliminate this exemption.
- **Imposition of additional reporting requirements not justified.** School district information on funds included in assigned fund balances is already publicly available. Fund balances are typically updated when revenue and expenditure estimates are revised, which happens up to four times during the year. Establishing an additional requirement for school districts to derive and report ending balances monthly imposes a new administrative function without a clear need or purpose.

CSBA is to be commended for leading the effort to fix the politically imposed cap on school district reserves. SB 799, as introduced, embodied a compromise that most could support, but reaction to the latest round of proposed changes indicates that this may be a deal that many won’t want to live with.

One of the most difficult decisions that leaders must make is the decision to walk away from a deal, and it is always a judgment call. Outright repeal of the limitation on school district reserves imposed by the state through SB 858 continues to be the best solution to this ill-conceived law. We believe that if SB 799 is amended, then it is time to walk away and continue to fight for better policy another day.

Note: The Administration gave word that there would be no measure to address the pending Friedrichs lawsuit challenging fair share union dues this year; maybe next year.

Late Labor Effort on ‘Fair Share’ Union Fees Stalled for Session

By Christopher Cadelago
The Sacramento Bee
September 10, 2015

A labor union-inspired push to deal with the potential financial fallout of an unfavorable U.S. Supreme Court decision is not expected to occur in the final two days of the Legislative session.

Labor groups had approached Gov. Jerry Brown’s administration for sign-off on a late-session measure that would set aside some required time to meet with employees to discuss the benefits of union participation.

The idea behind the meetings, or conferences, is to discourage employees from withdrawing from unions if the U.S. Supreme Court rules next year that nonunion members cannot be compelled to pay “fair share”

fees in lieu of full union dues. Labor officials fear that if the right-leaning court rules that way unions would experience a drop-off in membership and a significant loss of funds. Brown's office, which is not commenting, told multiple opponents of the effort that the governor's staff wants more time than the expiring session allows to discuss the issue with the stakeholders before deciding on a possible remedy.

Among the critics of the late push are the League of California Cities, the Association of California School Administrators and the California Association of School Business Officials. They worry that such a measure would require all of their collective bargaining agreements to be reopened.

When bill language began circulating, the opponents sent a letter to lawmakers Friday arguing that any legislation would be premature.

The "case will not be decided until next June," the letter stated. "There is ample time for the Legislature and affected parties to continue these discussions during the second year of session and determine whether a legislative remedy is appropriate or needed."

Note: The Legislature must determine the fate of hundreds of measures affecting California public policy.

Legislators Tackle Bills, Struggle With Big Items, As Clock Ticks In Sacramento

By John Meyers and Marisa Lagos
KQED News
September 8, 2015

Legislators dealt at least a temporary blow on Tuesday to extending and expanding California's landmark climate change law, as they counted down the final hours of session for 2015.

Tuesday's floor debates in the state Assembly and Senate saw action on several bills of note. Lawmakers are scheduled to adjourn for the year on Friday.

Led by a group of reluctant Democrats, the Assembly rejected Senate Bill 32, the effort by state Sen. Fran Pavley (D-Agoura Hills) to expand her landmark 2006 law.

The bill would mandate a cut in greenhouse gas levels of 40 percent below 1990 levels by 2030 and 80 percent by the year 2050. A group of Democrats and environmental justice groups rallied at an event in support of the bill Tuesday morning. But none of that convinced as many as a dozen Democratic assemblymembers who did not vote for the bill later in the afternoon.

Pavley, in a written statement, said that the vote came "while many members were not on the floor and before several had a chance to review the recent amendments." She vowed to bring it back up for another vote before the end of the week.

Nonetheless, the climate change bills — including the bill to enhance renewable energy, energy efficiency, and the use of electric vehicles — remain at the center of an intense social media campaign by everyone from activists to prominent actors. That marquee bill, Senate Bill 350, also made news on Tuesday as reports suggest new life into long-rumored efforts to tone down its mandate to cut petroleum usage.

Meantime, other big legislative efforts also seemed to be on the rocks. A key Republican state senator expressed concerns about striking any quick deal on funding transportation, just days after public sparring between the governor's team and GOP lawmakers. And just last week, efforts on another big item — health care financing through a new tax on managed care plans — were dealt a setback when a major HMO advocacy group officially voiced its opposition.

Some of the notable bills that either went to the desk of Gov. Jerry Brown on Tuesday, cleared important hurdles, or struggled:

Banning Confederate Names On Public Buildings: The state Senate gave final passage to SB 539, a bill to outlaw existing or new government buildings and locations — from schools to parks and beyond — to be named in honor of a Confederate soldier. Inspired by the Charleston murders of June, the bill would take effect on Jan. 1, 2017.

While some Republican legislators opposed the measure on the grounds that they said it rewrites history, bipartisan support carried it to the governor's desk.

“This measure does nothing to change our history books,” said its author, state Sen. Steve Glazer, D-Orinda. “It simply says that if you were a confederate leader, whose purpose was to break the Union into two to defend slavery, that you should not have a place of honor on public buildings in California.”

Also Tuesday, the Assembly also unanimously approved a resolution encouraging the removal of Confederate flags and symbols from federal property.

Microbeads Ban: A ban on the tiny plastic beads in products like exfoliants was sent to the governor's desk after being resurrected via new amendments just last week.

Assembly Bill 888 by Assemblyman Richard Bloom, D-Santa Monica, would ban the sale of personal care products that contain “microbeads” as of 2020. Fines for breaking the law could total \$2,500 a day. The late changes to the bill exclude natural exfoliants from the ban.

Bill to Ban Warrantless Searches of Cell Phones, Computers: State Sen. Mark Leno, D-San Francisco, has tried for years to pass a law that subjects searches of cell phones and other electronic devices to the same standards as snail mail — and 2015 proved no different.

The Assembly passed Senate Bill 178 with a super-majority vote on Tuesday, but not without some last minute drama. While many Republican lawmakers supported the bill, Assemblyman Jim Cooper — a former sheriff's captain — warned that it would make it easier for predators to prey on children. Cooper, D-Elk Grove, argued the bill “will limit law enforcement effectiveness at investigating and prosecuting sexual predators.”

Supporters, including GOP members, pushed back. Assemblyman Jay Obernolte, a Republican from Big Bear Lake who presented the bill on the Assembly floor, as well as Assembly GOP Leader Kristin Olsen, R-Modesto, noted that many prominent law enforcement groups removed their opposition in recent days after Leno agreed to amend the bill to specifically address the child pornography issue.

Holding up his cell phone, Obernolte said, “It’s very clear that the information in this device falls under (the) 4th Amendment ... but unfortunately privacy laws in California have not caught up with technology.”

The Senate will take one more vote on the measure before it heads to Brown.

Government Contracts and Lobbying, Junkets: It was a big day for measures to strengthen ethics laws in the state.

Assembly Bill 1200, which would bring lobbying for state contracts under existing lobbying laws, fell one vote short in the state Senate but will be granted a second chance, known as “reconsideration,” before the end of the week.

The bill would close a loophole in existing lobbying laws that exempts paid lobbying for public contracts from the same disclosure rules as lobbying for legislation or regulation. We took an in-depth look at the issue this summer, finding that it’s nearly impossible to find out who’s working behind the scenes to secure billions of taxpayer dollars.

The Assembly also approved Senate Bill 21, which would expand disclosure requirements around junkets for elected officials. The bill would require a nonprofit organization that “regularly organizes and hosts travel for elected officials” to disclose the names of donors who both donated to the nonprofit and accompanied an elected official for any portion of the travel. The bill would require a person who receives a gift of a travel payment from any source to report the travel destination on his or her statement of economic interests.

But there’s a catch: For SB21 to take effect, the Legislature must also approve — and the governor must sign — Assembly Bill 10. That measure originally would have expanded disclosure around behested payments — when an elected official asks an individual or company to give money to charities on their behalf — but was recently amended in the Senate to instead raise the dollar threshold for when a public official has to disclose sources of income.

Note: The first year of student assessments under the new Common Core State Standards will reveal strengths in both teaching and learning.

Teachers, Too, Will Learn a Lot from New Tests

By John Fensterwald
EdSource
September 8, 2015

The initial release of statewide test scores in California this week will reveal how well schools, districts and groups of students did in classes aligned with the Common Core standards. With two-page reports that will

be mailed to their homes, parents will find out how well their children did on the new Smarter Balanced tests on the Common Core. And with their own database of information, teachers will learn how effectively they've taught them.

The state is gradually rolling out the Online Reporting System, a web-based tool that will enable teachers and principals to easily analyze their students' end-of-year test results in more detail than under the previous Standardized Testing and Reporting, or STAR, program, which Smarter Balanced replaced. The new testing system is now known as the California Assessment of Student Progress and Performance, or CAASPP. ETS developed the data system for California and other states in the Smarter Balanced Assessment Consortium.

One of the promises of online testing – and Smarter Balanced in particular – was that teachers would receive preliminary student test results quicker – potentially before the end of the school year for most students – and be able to analyze them at a level of detail that will enable them to spot strengths and gaps in their instruction. The Online Reporting System is designed to be the tool that will allow them to do that.

“Better data than before about students in real time is the goal,” said State Board of Education member Patricia Rucker.

The database is still being phased in; at this point, only district and school site administrators have access to student reports in the Online Reporting System. The California Department of Education and ETS expect to complete permission protocols that will extend the data to the students' teachers by late October. And ETS is dealing with technical issues involved with reporting the data with the detail that will most help teachers pinpoint areas of curriculum and instruction to focus on. Meanwhile, districts could provide printouts of the results or make them accessible by uploading files through their existing data systems. Data reports for the next round of Smarter Balanced tests, in the spring of 2016, should be available weeks before summer vacation, under the state's contract with ETS, according to Keric Ashley, state deputy superintendent.

But, from what they've seen so far, district assessment administrators and a teacher who got a run-through liked what they saw. The state Department of Education also provided EdSource a preview of the system.

“Teachers want to improve their practice, so they can't wait to get hold of the data (to ask), ‘What can we do differently?’” said Susan Green, director of assessment, evaluation and planning for the San Juan Unified School District.

Initially, teachers will get electronically the same test information that a parent will receive in the two-page paper report, except that a parent will see one child's score, while teachers will look at class results. Teachers can then break down the information by various student subgroups, such as English learners. Over time, both current and former teachers will be able to compare scores from previous years.

Parents will receive their child's four-digit scores in math and English language arts. The scores fall within one of four levels, from Level 1, “standard not met,” to Level 4, “standard exceeded”; other states are equating Level 3, “standard met,” with “proficient,” but California isn't using the term.

The reports then break down math and English language arts to their key components, which Common Core calls “claims.” These were called “clusters” under the previous state standards.

There are three for math:

- Problem solving and data analysis (using tools and strategies to solve real-world problems);
- Concepts and procedures;
- Communicating reasoning (the ability to explain conclusions).

There are four “claims” for English language arts:

- Reading
- Writing
- Listening
- Research/inquiry

There won't be a student score for each component; instead the reports will say whether the student was above, below or at/near the standard for each. This information is useful to teachers, said Julie Steiger, an 18-year teacher who teaches 4th grade at Mariemont Elementary in San Juan Unified. “If you have a group of students who scored high in a claim area, you can focus instead on another area.”

Green cited an instance this month where the information on math claims will change instruction. Teachers at a high-performing San Juan elementary school noticed scores lagged on problem solving and communicating reasoning compared with procedures.

“They realized that they hadn't been asking deeper questions” involved in mathematical reasoning, Green said. “They've decided to build into their curriculum next winter two complex assessments, requiring students to apply their knowledge to solve a problem and then explain their answers. Watching teachers learn and then make changes to instruction this year has been very exciting.”

Data at the claims level is comparable to what parents and teachers received from STAR reports on the California Standards Tests, although Smarter Balanced says that claims emphasize students' ability to apply knowledge covered by the standards.

The biggest advantage for teachers is that the online system will drill down to the next layer of detail, breaking each claim into multiple components that more closely match the curriculum that teachers teach. These elements are called “targets.” For 5th-grade reading for example, teachers will see, among other targets, how well students:

- Summarized central ideas, key events, procedures and topics;
- Identified or interpreted figurative language, like metaphors;
- Used supporting evidence to support interpretations of information.

Individual students won't receive scores on targets. They will be statistically valid, depending on the numbers of students tested, only at the class or grade level, Ashley said. ETS should complete the target breakdowns sometime this winter, he said.

By matching targets with standards, teachers could identify strengths and weaknesses in the curriculum and areas of instruction that need work. They could identify subgroups of children in a school that need extra help in particular areas. Scheduling is more time-consuming in high schools, but some elementary schools

assign students to the next grade by the end of the school year. Green envisioned the students' current and next year's teachers going over data together, to plan for individuals or groups of students.

Perhaps a student identified as gifted did poorly on the Smarter Balanced tests. If assigned to her class, Steiger said, she would come up with a motivational strategy to see that the student starts the year primed to learn.

"The target level is what we are really excited about," Green said. The usefulness of the data pinpointing weaknesses and strengths in curriculum and instruction "will be dramatic," she said.

Timing will be critical. Under ETS' contract with the state for next year, districts will start receiving individual student results three to six weeks after completing math or English arts tests. They won't all come at once. Districts with earlier test dates will get theirs first. And the district and school totals are only preliminary; final results won't be released by the state until August – at least a few weeks earlier than the initial results from this year. But they will be useful for instructional purposes, and for the first time, teachers could receive the data before the end of the school year, depending on when districts administered the tests.

Since STAR was paper-based, teachers had to rely on districts' central offices to upload CDs of information and provide reports they requested. Teachers should have easier and fuller access to their students' data under the new system, assuming districts make it available to them. Rucker, a former teacher who is now a lobbyist for the California Teachers Association, is concerned that districts that are used to controlling who gets to see data and when will restrict access. She is optimistic that they will grant it.

Ashley agreed. "It is our expectation that more than in the past, every teacher should have access to make real-time decisions."



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: DS-62

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Stacey Ault Bell, Youth Development Director					Contact Email: Stacey-bell@scusd.edu	
Subject: Men's and Women's Leadership Academy						

The purpose of this communication is to provide the Board with an update about Men's and Women's Leadership Academies.

"I was a messed up kid, I was doing my own thing. I didn't care what anybody said, I was in class talking to my friends not listening to the teacher – I saw things in my life becoming a reality. I am focused, smarter ... I had all Fs .. I have a 3.2 GPA now. (MLA Student, August 2015)."

For the past 4 years, SCUSD has made a conscious effort to develop and sustain programing that intentionally combats the school-to-prison-pipeline. Men's Leadership Academy (MLA) strategically supports and empowers low-income male students of color who have been categorized as having behavioral issues and/or academic deficiencies and empowers them to be leaders and agents of change within their communities. Through a framework of Social Justice Youth Development and with the collaboration of multiple partnerships, the MLA serves students at multiple grade spans.

Supported by the Youth Development Support Services (YDSS) department, MLA functions through the collaboration of district management, school counselors and administrators, certificated teachers, community partners and youth voice. Wrap-around services ensure targeted students have the necessary resources required to engage with Social Emotional Learning, leadership development, mentorship, culturally relevant curriculum and academic supports.

MLA Youth Council was developed in 2014 to provide an opportunity for boys of color to be placed in more visible leadership opportunities within the Sacramento area. Working directly with The California Endowment and local Boys and Men of Color (BMOC) Collaborative, youth are at the forefront of BMOC Summit planning, school discipline advocacy, police and youth relationship building and legislative visits. In addition, MLA Youth Council boys lead program development and planning for upcoming school years.

All MLA programming is aligned with the MLA Core Values of **confidence, self-discipline, self-motivation and life-long learning**. The curriculum aligns with Common Core State Standards, and follows both SJYD and Social Emotional Learning frameworks. The curriculum also focuses on

understanding trauma and developing opportunities for healing. Four focus areas of MLA curriculum are as follows:

1. Education to career path;
2. Identity development;
3. Social Justice Youth Development;
4. Personal and community impact.

2015-16 MLA programs conducted in either the academic school day or 7th period space, include: C.K. McClatchy, John F. Kennedy, Rosemont, Health Professions, American Legion, Cal Middle, Sutter Middle, Sam Brannan Middle and John Cabrillo Elementary Schools.

Women's Leadership Academy is also being piloted at both C.K. McClatchy, American Legion High Schools and Cal Middle. Outcomes for girls of color, especially African American girls, mirror their male counterparts in many ways. WLA follows the same social justice healing framework, however covers areas of focus more impactful to young women.

Goals for 2015-16 include:

- Increased funding development
- Expansion of "academic school day" course offerings of MLA
- Formal development of MLA course
- Deeper development of the MLA Youth Council
- Expansion of WLA sites
- Deeper development of WLA curriculum
- Conduct formal evaluation of MLA



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: DS-63

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Lisa Allen, Interim Deputy Superintendent					Contact Email: Lisa-allen@scusd.edu	
Subject: Report on Mental Disorders and Disabilities Among Low-Income Children						

At the request of Vice President Hansen, we are providing a link to a [report](#) by National Academies of Sciences, Engineering and Medicine on trends in the prevalence of mental disorders in children and in the diagnosis and treatment of these children. The report includes a review of previously unreleased data on the rates of mental disorders and disabilities among low-income children from the SSI program and from Medicaid. Please click [here](#) for a more detailed description of the report and to read it online at no charge.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CAO-39

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Iris Taylor, Interim Chief Academic Officer					Contact Email: Iris-taylor@scusd.edu	
Subject: College Fair Week is September 20-27						

SCUSD students and families have three opportunities during College Fair Week (September 20-27) to learn about applying for college and financing a college education. From 1 p.m. to 3 p.m. at C.K. McClatchy High School, the SCUSD Annual College Fair will feature representatives from more than 70 colleges and universities, including eight UCs and nine CSUs. On September 25, the annual U-CAN Conference for juniors and seniors interested in historically black colleges will be held at Sacramento Charter High School. Rounding up the week on September 26 is the Feria de Educacion from 10 a.m. to 4 p.m. at Sacramento State. Parking is free.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CBO-45

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Gerardo Castillo, CPA, Chief Business Officer					Contact Email: Gerardo-castillo@scusd.edu	
Subject: WorkDay						

Staff will be providing the Board an update next week about the status of the implementation of WorkDay, the business management solution approved by the Board in June, 2014 to improve transparency and streamline district business processes. Based on the current status, it is possible that the district will consider a delay in the "go live" date to ensure an effective roll-out. Staff is currently studying the potential ripple effects of a delay and will provide more information and a recommendation to the Board in the next week.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CCO-213

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Gabe Ross, Chief Communications Officer					Contact Email: Gabe-ross@scusd.edu	
Subject: Sacramento Business Journal Story						

The Sacramento Business Journal is working on a small update regarding the hiring of Overland, Pacific and Cutler as Real Estate Advisors for the district and future discussion about the reuse of the three surplus properties under review: 16th & N, 24th & Florin and Old Marshall.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD COMMUNICATION**

BC NO: CIO-2

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/11/2015
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Elliot Lopez, Chief Information Officer					Contact Email: Elliot-Lopez@scusd.edu	
Subject: Internet Bandwidth Upgrades						

The District is currently upgrading Internet connectivity services to all sites via BestNET, a free, high-speed network that connects Sacramento Educational Cable Consortium (SECC) member educational institutions. The transition to BestNET will increase connectivity speeds while reducing costs significantly, and is scheduled to be completed in Q4 of 2016.

To ensure that SCUSD is able to support instructional technology demands into the future, project scope is being revised to further increase bandwidth at the following 12 school sites:

- | | | |
|----------------------|---------------|-------------------|
| Luther Burbank | Rosa Parks | John F. Kennedy |
| Hiram Johnson | John Still | C.K. McClatchy |
| Rosemont | Edward Kemble | Sam Brannan |
| Sutter Middle School | West Campus | Leonardo da Vinci |

This change reflects alignment of the project to benchmarks set forth by the US Office of Educational Technology, which were developed in conjunction with technology industry experts and K-12 leaders from across the nation and driven by the growth in need for student and teacher access to networked and Internet-based resources and systems. In addition, the benchmark employs a formula to ensure more equitable distribution of access to Internet bandwidth at school sites, based primarily on enrollment and user-base data.